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MEDIA TOOLS

PEOPLE AT WORK

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NATIONAL EMPLOY
THE HANDICAPPED WEEK
OCTOBER 5-11, 1986

RADIO SPOTS

(on your letterhead with a contact and phone number)

:10 Employers/General Public

AUDIO: 33 WORDS

Work is one way a community opens its doors to everybody. Let's not deny work to people with disabilities. They're skilled.

A message from the President's Committee on the Handicapped and this station.

Start date:

:20 National Employ the Handicapped Week

AUDIO: 58 WORDS

During National Employ the Handicapped Week, October 5-11, America salutes the hiring records of employers and achievements of workers with disabilities.

But, the effort to hire people with disabilities is a year-round job.

For more information on how you can become involved, write the President's Committee on Employment of the Handicapped, Washington, D.C. 20036. DO IT TODAY!

Start date:

PREX1.10:

MEDIA TOOLS

PEOPLE AT WORK

NATIONAL EMPLOY
THE HANDICAPPED WEEK
OCTOBER 5-11, 1986

RADIO SPOTS

(on your letterhead with a contact and phone number)

:20 National Employ the Handicapped Week

AUDIO: 52 WORDS

Celebrate!

Celebrate what?

Celebrate progress.

Progress for whom?

People with disabilities who have moved toward first class citizenship.

Celebrate when?

October 5-11 . . . National Employ the Handicapped Week.

Employers, you can help us celebrate. Hire people with disabilities. They're capable.

A message from the President's Committee on Employment of the Handicapped and this station.

State date:

:30 Employers/General Public

AUDIO: 70 WORDS

PEOPLE AT WORK is what the American dream is all about. And people with disabilities are a part of this dream. But, some are excluded. Many people ignore the ABILITY and just see the disability.

It's difficult to reach your dream without a job . . . Do what you can to promote employment of qualified workers with disabilities.

A message from the President's Committee on Employment of the Handicapped and this station.

Start date:

SAMPLE RESOLUTION

WHEREAS _____ (city, county, state) has made significant gains in restoring and rehabilitating citizens with disabilities to full, productive, and independent lives; and

WHEREAS people with disabilities have made significant contributions to communities, states and to the nation—as workers and as fully participating members of society; and

WHEREAS communities, people with disabilities and society as a whole benefit when all citizens are engated in meaningful, productive activities that make maximum use of individual talents;

NOW, THEREFORE BE IT RESOLVED that the week of October _____, 1986, be observed as NATIONAL EMPLOY THE HANDICAPPED WEEK and that during this week we highlight the excellence of workers with disabilities and renew our pledge to increase employment opportunities for citizens with disabilities.

MEDIA TOOLS

PEOPLE AT WORK

NATIONAL EMPLOY
THE HANDICAPPED WEEK
OCTOBER 5-11, 1986

CITY TO OBSERVE NATIONAL EMPLOY THE HANDICAPPED WEEK

For Release *For Information, contact:*

(name and phone number)

The city of (name) will observe National Employ the Handicapped Week (NETH) with an awards luncheon on (day and date) at (name of place). The theme of this year's NETH Week event is "People at Work."

The luncheon, sponsored by the Mayor's Committee on Employment of the Handicapped, will honor the city's employers who have hired workers with disabilities and outstanding disabled workers for their achievements.

"National Employ the Handicapped Week provides us with an opportunity to highlight some of the positive steps employers have taken in hiring people with disablities. And it provides us with a chance to recognize some of the achievements od disabled people," said (name and title of local official or chairman of local or state committee). "Each year we see new strides made in technology, in education, in training, in employment, and in consumer involvement that result in greater acceptance and public awareness of disabled people. We must see that these efforts continue."

(May substitute quote from local official or guest speaker at the event.)

National Employ the Handicapped Week was first declared by a Joint Resolution of Congress in 1945 and has been celebrated the first full week of October each year since. The week gives officials and private citizens at the Federal, State and local levels a chance to evaluate the past year's efforts in the disability arena and to highlight important accomplishments.

For more information on (event), please contact: (name and telephone number).

MEDIA TOOLS

PEOPLE AT WORK

NATIONAL EMPLOY
THE HANDICAPPED WEEK
OCTOBER 5-11, 1986

PRESIDENTIAL COMMITTEE RECOGNIZES WORKERS WITH DISABILITIES

For Release *For information contact:*
(name and phone number)

"People at Work" will be the theme of National Employ the Handicapped Week, October 5-11, a Presidentially proclaimed week devoted to exploring opportunities and options for workers with disabilities. The week is sponsored by the President's Committee on Employment of the Handicapped.

"National Employ the Handicapped Week provides us with an opportunity to highlight some of the positive steps employers have taken in hiring people with disabilities. And it provides us with a chance to recognize some of the achievements of people with disabilities," said (name and title of local official or chairman of local or state committee.) "Each year we see new strides made in technology, in education, in training, in employment, and in consumer involvement that result in greater acceptance and public awareness of individuals with disabilities. We must see that these efforts continue."

National Employ the Handicapped Week was first declared by a Joint Resolution of Congress in 1945 and has been celebrated the first full week of October every year since. This year's theme, "People at Work," offers employers, rehabilitation specialists, educators, service providers and workers with disabilities a chance to emphasize the integration of people with disabilities in the work place.

For more information on how you may participate in National Employ the Handicapped Week, contact: (name/address/telephone number).

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MEDIA TOOLS

PEOPLE AT WORK

NATIONAL EMPLOY
THE HANDICAPPED WEEK
OCTOBER 5-11, 1986

MODEL SPEECH FOR NETH WEEK OBSERVANCES

((WELCOMING REMARKS TO BE DRAFTED BY SPEAKER))

Only three months ago the Statue of Liberty reopened after complete restoration. At nearby Ellis Island, the disembarkation point for 17 million immigrants, restoration work continues and will be finished in 1992. The total cost of the work is $230 million. Of that total, about $3 million is making both monuments accessible to people with disabilities. The way this has come about—along with many other recent developments involving disabled people—shows that there is a powerful, new sense of action among all of us interested in disability. This powerful action is bringing changes in many new areas of our society; it is winning many new friends for the disability community; it is enhancing our efforts to create more and better job opportunities for Americans with disabilities. All these developments in turn put us on an even higher threshhold for new action.

First, let me tell you a little about some of the "action" behind access at the Statue of Liberty. Many of the architectural changes and the added facilities and services for visitors with mobility, hearing, and visual impairments have come from a committee of disabled and able-bodied persons. The committee, furthermore, was operating one full year before the overall restoration foundation was established. Money for access improvements was generated by a separate fund raising effort—called The Access Liberty Campaign—and the money has come primarily from disabled people and organizations interested in disability.

This is one example of powerful action that widens opportunities, that wins friends, and that helps to create new attitudes.

There are many other examples. For one that involves a single individual, consider that a year and a half ago a book was published called *FDR's Splendid Deception*. It was written by Hugh Gallagher, who like President Roosevelt was disabled by polio. The book was the first time anyone ever meticulously examined how disability affected Franklin Roosevelt personally and professionally. Gallagher's work produced new information and new insights into Roosevelt's private life and public career. Reaction to the book from Roosevelt scholars, according to Hugh Gallagher, has been mixed. The older, more established ones have generally ignored the book. The younger ones have not; it is being discussed in their writings and it is affecting how they assess Roosevelt's character, politics and presidential activities.

Now I have an example of a recent, powerful action originating from outside the typical field of disability. Last spring over 150 chief executive officers of major employers were invited to the White House by the President of the United States. The gathering was held so that cabinet officers could speak directly and personally to the business community's leadership about employment opportunities for workers with disabilities. The point of this first-ever gathering was to clearly make the point that increasing employment for disabled persons in all parts of the economy is an important national priority.

((IF SPEAKER WISHES TO INSERT ADDITIONAL MATERIAL, THAT COULD BEGIN HERE AND BEGIN AS FOLLOWS: For an example of new and powerful action in our own COMMUNITY—OR STATE OR REGION—took a look at . . .))

The point I wish to underscore about the many new developments that are occurring today is that they all contribute to a sense of people with disabilities being much more *significant* than in any previous time.

In the field of employment, this improvement in attitudes provides the basis for new powerful actions to hire and promote persons with different handicapping conditions. Good businessmen cut unnecessary costs and they also invest today in order to continue in business tomorrow. As our society is finally purging traditional, limiting attitudes toward people with disabilities, it is becoming more and more apparent that we have been unnecessarily forcing them to be tax consumers when actually they can be—and want to be—tax producers. Whether it is assisting injured workers

return to employment or providing career preparation for young disabled persons—programs that support mainstream employment are being seen as cost effective. They are getting support and participation from employers.

At work in the marketplace is another factor helping the business world to embrace a new attitude toward disabled persons: the need for new sources of labor. While the nation's unemployment rate is still too high to be comfortable to anyone, those who look into the future see a shortage of labor by the end of this century. Consequently, people with disabilities are getting to be seen as a valuable resource and stand to gain a lot of attention.

This in turn can be expected to fuel ever more interest in new technology devices. These will be needed increasingly for more disabled persons to work productively at the job site. Technology will also be needed at home, because the more convenient living independently becomes, the more time and energy disabled people can apply to employment purposes.

For some people with disabilities, new technology will even provide opportunities to put their worksites in their homes. Nevertheless, it is important that home-based employment be an option and not another "closet" in which to stick people with physical, developmental, and mental impairments. Social and professional contacts at the workplace are very important, say almost all who share a workplace with others, and so it is with disabled people. While some will enjoy working at home, it should be expected that most will prefer the more standard employment environment.

Another important consequence of new attitudes in the business world is a greater awareness of the need to promote disabled employees to increasingly more responsible and rewarding positions. Upward mobility will be expected for disabled persons as it is for able-bodied persons. Entry-level employment and low-level responsibilities are all too true when a population group is stigmatized and invisible. But as it becomes visible and valued, many of its members obtain ever more significant employment positions. They become office chiefs, department directors, law partners, business partners, lieutenant governors, and supreme court justices.

All of us who work in the field of disability are seeing some great changes occur. In the process, we have seen more and more people outside what is labled "the disability community" become interested in and supportive of our actions, mission and goals. Our movement is making inroads in places where change has never before occurred. Those places now include the Statue of Liberty, historical scholarship, and a gathering of corporate executives at the White House. These outstanding action credits on behalf of persons with disabilities were unimaginable just a few years ago. With that record in mind, let us continue our great work and see our actions continue to create new opportunities for disabled persons as citizens, as consumers, and as workers.

((CLOSING REMARKS CAN BE ADDED HERE BY SPEAKERS))

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FACT SHEET

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DISABLED ADULTS IN AMERICA

Census Bureau data* reveal that 12,320,000 people of working age (16-64) report a work disability. This number represents 8.5 percent of the American working-age population.

- Fifty-one percent of those who report a disability say they are prevented from working by their disability.
- One disabled adult in five has attended college. In the general population, one adult in three has attended some college.
- One disabled adult in three participates in the nation's labor force, i.e., is either working or looking for work.
- Slightly more than one-third of men with disabilities—36.3 percent—are employed.
- Almost one-fifth of women with disabilities—19.9 percent—are employed.

However . . .

- Fifty-eight percent of males with disabilities are out of the labor force entirely.
- Over three-fourths—76.5 percent—of women with disabilities are out of the labor force entirely.

* Based on 1980 Census data and 1981 and 1982 follow-up surveys of the noninstitutionalized adult population, age 16-64.

The wage earnings of people with disabilities who are employed compare favorably with those of nondisabled workers.

- Average income in 1980 for a nondisabled male working full time was $20,644. For a disabled male, the figure was $18,755.
- Average income for a nondisabled female working full time was $12,021 in 1980. For a disabled female the figure was $10,569.

Statistics for specific populations with disabilities:

Women

- There are 6,319,000 women with disabilities of working age in the United States. That is one of every 12 women.
- Six of every ten women with disabilities of working age are 45 years or older.
- Over fifteen percent (15.7 percent) of women with disabilities report some college education. The rate for nondisabled women is 30.9 percent.
- Only one disabled woman in every five works.

The Hispanic Population

- One working-age Hispanic adult in twelve is disabled.
- Four in ten (38.8 percent) live in the western part of the country.
- The unemployment rate among Hispanic women with disabilities is 21.5 percent. Among Hispanic men with disabilities, the rate is 24.2 percent.

The Black Population

- One working age black adult in seven is disabled, a rate higher than that of either the white or Hispanic populations.
- The average black adult with a disability does not have a high school education.
- Almost half of all working-age black adults with disabilities live on incomes below the official poverty line.

These data come from four publications produced by the President's Committee on Employment of the Handicapped: *Disabled Adults in America, Disabled Women in America, Disabled Adults of Hispanic Origin, Black Adults with Disabilities.*

PrEx1.10:

DISABLED AMERICANS: SELF-PERCEPTIONS—A HARRIS POLL

Highlights

A study done by pollster Louis Harris and Associates for the International Center for the Disabled entitled "Disabled American: Self Perception,"* March 1986, finds that information is sorely needed by millions of America's citizens with disabilities and by the general public.

Since "PEOPLE AT WORK" is this year's National Employ the Handicapped Week theme, only the poll findings dealing with employment are identified here. For a copy of the *Survey Highlights* or the complete survey, write ICD—International Center for the Disabled, 340 East 24th Street, New York. NY 10010.

Definitions:

The study cuts right through the bewildering array of "definitions" of disability by identifying "not working" as the truest definition of what it means to be disabled in the U.S. today. "No other demographic group under 65 of any size has such a small proportion working. Two-thirds of all disabled Americans between age 16 and 64 are not working.

Working or Not Working: The Great Divide:

- Two-thirds of all Americans with disabilities between 16 and 64 do not work. Only 1 in 4 work full-time; another 10 percent work part-time. This is the smallest proportion of any demographic group working, including young black people.
- Sixty-five percent of those individuals not working, want to work; and 96 percent are not even in the labor force.
- Key comparisons between working and non-working persons with disabilities, aged 16 to 64, show that work makes a vast qualitative difference in their lives.
  1 About four times as many working people with disabilities have a 4-year college education, as do those who do not work. Among the non-working persons with disabilities, 43 percent did not complete school as compared to 22 percent of those working.
  2 Eighty percent of those who work said they were somewhat satisfied with life, compared to 62 percent of those who don't work.
  3 Only 26 percent of those who work consider themselves disabled, while 59 percent of those who did not work did.
  4 Forty-seven percent of those who work felt their disabilities prevented them from reaching their full potential. Among the non-working individuals, 60 percent believe that their disability hindered their progress.
- The majority of people with disabilities not working and not in the labor force must depend on insurance payments or government benefits for support. Most of those who receive benefits say they are the main wage earner in their households. In households of the majority of those not receiving benefits the main wage earner is someone else.
  1 The findings suggest that: Benefits are going to the right people. Those receiving benefits tend to have less education and less money, and to be more severely disabled than other people with disabilities.
  2 The majority of them must support also themselves.

Barriers to Working

- Several significant barriers to work which could be addressed by policymakers and employers include:
  1 Forty-seven percent of working-age persons with disabilities who are not working, or working part-time, say that employers won't recognize that they are capable of working full-time.
  2 Forty percent of this group say that a lack of available jobs in their line of work, or their ability to find jobs, is an important reason why they don't work full-time.
  3 Thirty-eight percent of those surveyed say that being undereducated and having no marketable skills hinder them from working full-time.
  4 About 3 out of 10 say that lack of accessible or affordable transportation is an important barrier to work for them.
  5 Twenty-three percent of those not working, or working part-time, say that they don't have the necessary equipment or devices to help them work or communicate with other workers.
- One out of four working-age persons with disabilities say they have been discriminated against because of their disability.
- But 35 percent of those who work now, or who have worked full-time while disabled, say their employer made some kind of accommodation for their disability.

The implications for employing more people with disabilities are clear: if employers are willing to make accommodations, many more persons will be able to continue working after becoming disabled or to enter the workforce for the first time.

* Excerpted and edited because of space constraints.

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NATIONAL EMPLOY
THE HANDICAPPED WEEK
OCTOBER 5-11, 1986

WORKING WITH THE NEWS MEDIA

Preparation:

TARGET

Target your message. For example, if you want to reach employers, you'll want to send your news to the business editor of the newspaper, radio or television station.

Another target is the specialized press. There are approximately 5,000 special magazines dealing with every business, trade or profession. These publications are read by employers, or the public you want to reach, to keep up with the latest news in their fields.

How can you find these publications? WORKING PRESS OF THE NATION publishes one of the better directories. To find the WORKING PRESS OF THE NATION, try your local public library, or a contact who does public relations for a public or private agency, or someone who is with a public relations firm.

Once you've defined your audience, your next step is to decide what you want to say. Get your facts together and be sure they're accurate.

FORMAT

There are two basic formats for conveying your message to the media. One is a fact sheet and the other, a news release.

Fact sheet first. It states what the event is, the date of the event, time of the event, who is participating (including titles), where it's being held, its purpose and the sponsoring organization(s). The fact sheet must also contain the name and phone number of a contact for additional details.

The news release. Write simply and keep it short — preferably one page. These steps will help you.

1. Prepare the release on your organization's letterhead or masthead.
2. Provide a telephone contact for additional information in the upper right hand corner.
3. Near the top left corner, write "for immediate release" or "release on receipt." Don't embargo the release for a specific time unless there is a good reason. If you must embargo the release you may want to get help from a public relations professional on timing.
4. Below the release time, write a one line headline.
5. Drop down two spaces and begin your copy. Remember to indent paragraphs and type copy double-spaced.
6. If your news release must exceed one page, put "more" at the bottom of the first page. At the end of the release, drop down two spaces and put a series of "###."
7. Near the bottom left hand corner of the last page, put the date the release was written.
8. A final word: Watch your language. Use such phrases as "people with disabilities" or "workers with disabilities."

PHOTOGRAPHS

In the print news media there is a saying that a good picture "is worth 10,000 words." So, here are some hints on pictures and their use.

1. Look for unusual photo-setups. For example, instead of someone handing another individual a plaque, why not a photo of the presenter and the honoree hanging the award on a wall?

2. Newspapers and magazines want 8 × 10 inch, glossy photos.

3. A caption should accompany the picture and must accurately identify, in the present tense, the people, places and things depicted. The caption must also carry the name and address of the sender and a telephone number for more information. The caption should also be marked "for release on receipt" or "immediate release."

When attaching the caption to the photograph, use rubber cement or cellophane tape. Attach the caption so that it falls below the bottom of the picture. Do not paste or tape the caption to the back of the photo. AND, NEVER WRITE ON THE BACK OF A PHOTO.

PrEX 1.10:

DISTRIBUTION OF YOUR NEWS RELEASE AND PHOTOS

As a general rule, your contact for a story will be the city editor or news editor of a newspaper or magazine. Your contact on a radio or television station will be the news editor or the assignment editor. Try to personally deliver your release and/or captioned photo.

IF YOU WANT TO DISCUSS A STORY IDEA

First, marshall all of your facts and be sure they're accurate. Accuracy of information maintains your credibility with the media.

Second, contact the paper, magazine, radio or television station to find out who you need to talk to. When you reach that individual, briefly describe your idea and ask for an appointment. DON'T walk in unannounced.

PRESS CONFERENCES VERSUS INDIVIDUAL INTERVIEWS

In general, individual interviews provide more visibility to news of feature interest or to award winners than press conferences. Press conferences should be reserved for news that must reach the public immediately.

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NETH WEEK

PEOPLE AT WORK

NATIONAL EMPLOY
THE HANDICAPPED WEEK
OCTOBER 5-11, 1986

PEOPLE AT WORK

Here's what you will find in this kit . . .

1. A "How-to" section on working with the news media.
2. Articles about employers with outstanding hiring practices and people with disabilities who are working. These are camera ready and can be used as news features or as part of an advertisement.
3. A list of resources available from the President's Committee, including films, publications, posters, live copy radio spots, the 1986 Print Ad Campaign and a bibliography.
4. Suggested activities — "How to" develop an inexpensive exhibit and "The World of Work," a program that affords young people with disabilities to learn about work.
5. Fact sheets — One gives data about people with disabilities based on the 1980 Census. Another is based on the Harris Poll which outlines perceptions people with disabilities have of themselves.
6. Helpful Hints includes pattern news releases, pattern live copy radio-TV spots, pattern proclamations, a pattern speech and a pattern resolution.

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The President's Committee on Employment of the Handicapped
Washington, D.C. 20210

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THE SECRETARY OF TRANSPORTATION
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THE OFFICE OF PERSONNEL MANAGEMENT
THE ADMINISTRATOR OF THE GENERAL SERVICES ADMINISTRATION
THE UNITED STATES INTERNATIONAL COMMUNICATION AGENCY
THE POSTMASTER GENERAL

Dear Colleague:

"People At Work" is the theme for National Employ the Handicapped Week", which will be observed October 5-11, 1986. I invite you to participate.

The observance of National Employ the Handicapped Week is but one of many activities carried out in partnership among employers, people with disabilities, volunteer members of the President's Committee, Governor's and community committees in a year-round effort to achieve maximum employment of people with disabilities.

Specifically, the observance has three objectives:

To express appreciation to employers who have established outstanding programs and records of hiring people with disabilities.

To encourage those employers who have not hired a worker with a disability to look at the abilities, not disabilities.

To salute the achievements of people with disabilities who are contributing to their communities and to society through their jobs.

So we hope you'll get involved. This kit suggests activities. It provides pattern materials that will help you get started.

One more thing. We'd welcome your reports of activities. We'd also appreciate your suggestions or comments on National Employ the Handicapped Week and this kit.

Good luck.

Sincerely,

Harold Russell

Harold Russell
Chairman

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READY TO USE

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NATIONAL EMPLOY THE HANDICAPPED WEEK
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THREE P'S TO SUCCESS IN KENTUCKY

Mentally Retarded People Employed in Food Services

by Barbara Schrader

Walk along Center Street in downtown Owensboro, Kentucky, on a weekday morning, and the smell of freshly baked croissants and doughnuts will lure you into Pinocchio's Bakery and Restaurant. The aroma wafts into the open air as customers rush in for coffee and baked goods on their way to work.

Midday finds many of the same customers — businessmen, office workers, and local government employees — returning for lunch. They file through the cafeteria-style line for salads, sandwiches and desserts prepared by the bakery's staff of twelve, nine of whom are workers with mental retardation.

Beginning at four in the morning when the baker arrives to blend the ingredients for 100 loaves of bread, eight dozen doughnuts, plus rolls and pastries, and ending when the last dish is washed in the afternoon, Pinocchio's Bakery and Restaurant bustles in flurries of activity.

A CHAIN OF SUCCESS

The bakery and restaurant comprise one-third of a Pinocchio's mini-chain in Owensboro (population 50,000). The original Pinocchio's Deli and a newly established student canteen called "Off Seventh" are the other two parts of the food operation. Behind all three is the premise that a business can prosper and can train people with mental retardation at the same time.

This was the firmly held belief of the Owensboro Council for Retarded Citizens when the organization began operating Pinocchio's Deli in 1979.

With funding obtained through the Job Training Partnership Act, the Council set up a program to train mentally retarded workers in a full range of jobs at the deli, from dishwasher to sandwich line server to cashier.

Thinking back to 1979, Mark Whitaker, Executive Director of the Owensboro Council for Retarded Citizens, remembers, "We were cautious at first. People used to approach me with 'You're only training the educable mentally retarded, aren't you?' The initial group of trainees were. We were cautious because we were new to the restaurant business and to the business of training people to work in a deli.

"But we soon ran out of educable mentally retarded persons. As the program went on, we took risks and trained and placed severely and moderately retarded people. We found it required only a little more planning and training." Of the experience, he says, "We learned never to say never. You just don't know what a person can do until he tries.

"One of the problems of 'normal' society is insistence on readiness. Everything is qualified by the phrase 'when you are ready . . . if you are ready.' We don't get hung up on that. You let a person mop the floor — and challenge him to go to the next job, maybe dishwasher, salad preparer or cashier. Maybe he can do it. You let him try. You don't wait for someone else's assessment of that magic word 'readiness.'

"Moreover, people have ingenious ways of getting themselves ready. One trainee wanted to be a cashier. He could make change; however, he could not read the menu.

PrEX1.10:

(The cashier marks down orders as well as rings the bill.) But since each item on the menu has a number and he could recognize numbers, he memorized the menu number by number — and took orders."

That retarded trainees are anxious to work is echoed by David Ellsworth, the manager of Pinocchio's Bakery and Restaurant, who has seven years' experience in the restaurant business. "My workers want me to teach them. If I train someone to roll silver in napkins, use the french fry cooker, or prepare a vegetarian sandwich, they know that skill. They are proud of what they can do. I don't worry about finding them standing around talking after I've given instructions. They will be there when nobody else is.

"They really do appreciate having a job. And once they have learned it, they have learned it for good." In Ellswroth's view his trainees appreciate employment so much because most have never worked at all or come to Pinocchio's from sheltered employment. Ellsworth feels they have never had a chance to show fully what they can do. Pinocchio's provides that opportunity.

On the other hand, Ellsworth admits the job of manager is not for everyone. "You have to want to train people and spend time showing trainees how to do specific tasks in specific ways. The reward is seeing retarded people pleased when they can do the job on their own."

PROGRESS . . . AND PROBLEMS

No business operates free of the pressures and realities of the business world. Pinocchio's is no exception. Take employee relations for instance.

"Anytime you have a business with peak periods, there is going to be stress," explains Ellsworth. "You just have to deal with it. Sure, our three nonretarded staff people get a little impatient sometimes. But that is part of the business."

To cut down on the strain of stressful situations, Ellsworth holds regular staff meetings. Furthermore, new hires understand that working with mentally retarded people is part of the job. "In the end we all realize we are there to do a job and everybody pitches in.

"In fact, there are no visible differences between Pinocchio's and other lunch or fast-food establishments around Owensboro."

With pride Ellsworth remarks, "We are competitive with hamburger and pizza places. Our prices are good. The quality is better, and our workers are friendly."

About customer attitudes toward the mentally retarded employees at Pinocchio's, Ellsworth comments that "You cannot help but wonder if people get turned off by seeing obviously retarded people. But those are the customers we want to come in. If they do, they will come back. Once we give them a sandwich and they try our baked goods, they will come back."

JOB MOBILITY AT AND AFTER PINOCCHIO'S

At Pinocchio's retarded people learn marketable skills and use those skills. Success is rewarded immediately. If an employee does well as a dishwasher, he or she will move on to another job, such as preparing salads, cooking foods, and assisting the baker. Six months is the maximum training period for the Job Training Partnership Act program. At the end of the period, job placement people begin the task of finding a permanent job. Some trainees become reluctant to move on.

Executive Director Mark Whitaker is pragmatic, however. "We have an obligation to others who can use Pinocchio's as a training ground. This may sound hard. But, remember, if we are going to be valuable in training and placing people — and most of Pinocchio's graduates are placed — we cannot maintain them in training forever."

Businesses at which trainees have been placed successfully include franchises of well-known food operations such as McDonalds and Ponderosa Steak Houses, as well as strictly Owensboro businesses like Jerry's Restaurants and Morrisons Cafeterias. Some businesses, when they have job openings, actually come to Pinocchio's management for job applicants. They know they are getting reliable, well-trained employees.

THE BOTTOM LINE

"You need three things to start a program like this: commitment, knowledge of the business you are going to set up, and public support," says Whitaker. "If you look at the bottom line in our financial statement, we do well when you include the training. But you need public funds to offset training costs. As a training facility *and* business, this program is at the top of the list."

David Ellsworth's view also is favorable. "With any business the bottom line shows on the balance sheet. Your opinion of Pinocchio's balance sheet depends on your point of view. We would like to be in the black all the time. That is the goal of any business.

"But if you look at the books and say, 'We lost $100 this month,' you are not putting it in the proper perspective. When you say 'We trained eight people and it only cost $100,' that puts a new light on things."

With two solid successes in Owensboro, the Council initiated a third venture, "Off Seventh," at Brecia College. Two retarded people operate this student canteen alone. "They are doing just fine," says Ellsworth, who spot supervises the operation. "A recent survey of faculty at the college found few complaints."

"It is not a bed of roses," Whitaker says of the Pinocchio's operation in general. "But it is worth it. The rewards far outweigh the pitfalls, or we wouldn't still be in business."

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SOARING HIGH

by John Williams

When Kirk Kilgour played volleyball, he soared high. On the court he was brilliant and aggressive. His vertical leap of 40 inches was phenomenal for his 6'4" height. He was powerful, devastating, and had range as a hitter. Although a severe disability ended his playing career, Kilgour is still a sought-after figure in volleyball. He has also developed a keen interest in applying high technology at the work site and in the home.

Prior to a spinal cord injury in 1976, Kilgour was a much-honored athlete, first during his college years at UCLA in the early 1970s, and later, in the mid-1970s, when he was a player-coach with a volleyball team in Rome, Italy, and played in the highly competitive Italian volleyball league. His team won the championship in 1974 and 1975, and in both years Kilgour was named the league's Most Valuable Player. In Europe, Kilgour had become to volleyball what Martina Navratilova, Larry Bird, and Dwight Gooden are to professional tennis, basketball, and baseball — a symbol of competitive excellence.

An accident during a gymnastic exercise caused paralysis in Kilgour from the neck down, and he returned to the United States in 1976. His competitive spirit continued to be active as he planned a new future.

"I'm not a great believer that failure makes you stronger," says Kilgour. "I think success makes you strong. If you fail, you have to do something to change that. I have never liked someone telling me there is a great lesson to be learned when you lose. I hate losing. I want to win, and it carries over into everything I do."

Kilgour decided he wanted to continue to earn his living from what he knew about volleyball, and he started to tell people he wanted to teach. The first step, however, in a new career turned out to be employment as information director for the California Intercollegiate Volleyball Association, starting in 1977.

Two years later he applied for the job of acting head volleyball coach at Pepperdine University in Malibu, California. He held this position for three years while permanent coach Marv Dunphy took leave to complete a doctoral degree. Of Kilgour, Dunphy says, "He knows the techniques of volleyball better than anyone I know. He was a great teacher; the students respected him, and they showed it by putting forth their best efforts."

When Dunphy returned, Kilgour assumed the duties of assistant men's volleyball coach, and also responsibilities for scouting and recruiting new team members. In 1985 Kilgour left his coaching position after Pepperdine succeeded in winning the national championship.

A SECOND CAREER

When he left Pepperdine, Kilgour had a second career already in full development.

The 1984 Olympic Games in Los Angeles had brought him a once-in-a-lifetime opportunity to enter the field of sports commentating. In preparation for broadcasting the volleyball competition, ABC Television decided to pair staff announcer Bob Beattie with someone with technical knowledge of volleyball, and selected Kirk Kilgour. He received high praise for his work from other sports and television writers, several

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even said he was the best of all analysts ABC Television had at the 1984 Games.

For Kilgour it was a satisfying experience. "It was challenging and personally satisfying. I loved it. I wanted to continue doing broadcast work."

That he did, as ABC's Wide World of Sports sent him to Japan in October 1984 to cover the volleyball competition between the American and Russian teams. "It was a great experience for me," recalls Kilgour. "Even though the Americans lost, they played very well — and without their best players. U.S. volleyball was coming of age."

Presently, Kilgour continues under contract to do occasional work for ABC. In addition, he works for "Prime Time" — a Cable Network show — as a play-by-play commentator on volleyball games, doing one show a week. You can even hear him doing volleyball games broadcast on Ted Turner's Entertainment and Sports Program Network. All in all, nowadays Kilgour's income comes primarily from his work in broadcasting.

When Kilgour worked at the 1984 Olympic Games, he had with him a personal computer and used it to keep files on the teams and their players. He did not, however, operate the computer by pressing keys at a keyboard — an action his paralyzed hands cannot perform. Instead, he directed the computer with his voice.

Voice recognition technology has progressed to the point that from a toy store you can purchase an inexpensive mechanical robot that will respond to several voice commands. More seriously, from a few high technology companies, and for considerably more money, you can purchase machines that can recognize from 100 to 200 spoken words. Connected to a personal computer, these machines permit a user to dispense with the keyboard — the human voice directs how the computer operates.

For a person with very limited hand dexterity like Kilgour, voice recognition is a key that unlocks great areas of computing possibilities. Furthermore, it does so more efficiently and comfortably than using a mouth or headstick to laboriously type at a computer keyboard.

The computer system that Kilgour uses is called Computer Aided System for the Handicapped — CASH for short. The major components of the system are a computer with built-in voice recognition, disk drive, printer, microphone, and a speaker phone. The system also has devices for operating electrical appliances in Kilgour's home. While at home alone or with others, Kilgour readily uses the "environmental control" capability of CASH to, among other actions, activate a page turner, reposition an electric bed, and turn lamps on and off. Kilgour can even conveniently dial telephone numbers by telling, with two or three words, the computer to search a telephone list that Kilgour has stored in the control program.

After using this system for about two years, Kilgour continues to be enthusiastic. "It brings the full power of personal computers to people unable to type on a standard keyboard. By using voice recognition, I can transform spoken words into computer recognizable commands. I can easily operate environmental controls and sophisticated software packages."

HOW IT WORKS

The CASH recognizer, because of limited memory, understands only a predefined group of up to 160 words.

Happily, there are only 128 possible characters and character combinations on computer keyboards. Thus, by naming each possible input command with one of the words which the voice recognizer understands, Kilgour has complete use of all possible input commands, from "A" to "Z" plus combinations such as "CONTROL-I" and "ALT-DELETE." A business letter can be written by spelling the text out character by character.

Nevertheless, Kilgour's system allows the voice recognizer to associate words it hears with sequences of characters and even groups of words. The particular sequences are decided by the human operator, in this case, Kirk Kilgour, who uses the voice recognizer to program how it will respond to the spoken words it understands.

Kilgour's system also has the versatility to run concurrently with most operating system software, including such respected programs as Wordstar, Supercalc, and Perfect Filer.

With this capability, for example, Kilgour can begin some bookkeeping work by utilizing the appropriate software; interrupt his work and use the computer to call someone for billing information; and return to the software program — at the exact point where he earlier interrupted his work. When the work is complete, Kilgour can interrupt the software program again; use the computer to make a telephone call; and during the call, return to the software program in order to transfer information electronically, over the phone line, from his computer to the machine of the person he called.

Reflecting on his experience with the world of computers, Kilgour says, "Computer technology has a major role to play in increasing educational and employment opportunities for disabled people. It will make it possible for disabled people to get off welfare rolls and begin working. This is a very important message, one that should be getting out to both industry and government."

Kilgour is part of a quiet revolution occurring in the United States among handicapped people. As are so many other disabled people, he is finding ways to compensate for his disability through technology. He is a credible person to speak on its behalf because he is doing so much with it.

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EVERYONE DESERVES A CHANCE

By Diane K. Schwilling

During the 1970s, legislation was enacted that ushered in a "new era of equality" for disabled people. For the first time, people with disabilities were recongnized as full members of society, deserving equal participation in all activities available to other citizens — including equal participation in the work force.

Up to that time, our society had not expected disabled people to take care of and support themselves. Instead, our philosophies and laws were shaped to give them special assistance and protection, preferably in settings designed to meet their special needs.

But the fact is, a disability need not prevent a qualified person from holding a job. And the accommodations necessary to allow a person to perform a particular job may be minor. Each case should be considered on an individual basis, first asking the person involved what he or she would need to be able to meet the job requirements.

Raymond Murry, staff manager-operator services at general headquarters, discovered how simple accommodations can be when he was manager-operator services at the Northgate TSPS unit in Little Rock. Murry says the experience proved to him that limitations imposed by a disability can be overcome, and that a disabled person knows best how to overcome limitations imposed by the disability.

"The employment office called to give me the names of three new operators, and they said Tina Heath used a wheelchair," Murry says. "That's all I knew about her.

"When she came in, Tina told me she couldn't use her hands and had limited use of her arms. It was necessary for her to key with a pencil.

"That really upset me," Murry says, "because we don't allow operators to key with a pencil. It's not as accurate or as fast. Because the tips of the fingers are so sensitive, operators can tell immediately if they key a number wrong. They sense they've made a mistake and correct it. They can't sense their mistakes if they're keying with a pencil.

Tina Heath's determination and motivation helped her prove she could become a good TSPS operator.

Brett Lile, photographer

"Many operators want to key with a pencil, though, so I could foresee all kinds of problems if we let Tina use a pencil and didn't let anyone else. But I was wrong. Because it was obviously a necessity for Tina to use the pencil, no one complained."

Murry observed the training class Heath was in, and he saw that she could key with a pencil quite accurately.

"On the third day of training," he says, "she made only one mistake on a drill of 30 sets of telephone numbers. That's very good so early in training."

So Murry decided to talk to Heath about the problem and see what could be done. The talk helped them both.

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"I was real scared the first few days of training," Heath says. "I could see that Raymond was upset. At first, I thought he didn't think I could do the job. But after we talked, I could see it was just that no one had told him what to expect."

Murry says leveling with Heath about his concerns helped him see that they could be easily solved.

"I told Tina that I recognized her progress may be slower than some of the others and that we could take that into consideration, but she would have to do the job as well as anyone else," he says. "I explained that we don't have one standard for a person who is disabled and another standard for everyone else.

"Tina was almost offended that I would say that," Murry says. "She told me she didn't want lower standards — if she did, she wouldn't have looked for a job."

"At first, I didn't know if I could do the job," Heath says. "I didn't know what abilities being an operator required. But I wasn't going to quit until I knew for sure I couldn't do it.

"I told Raymond if I could see that I couldn't do the job myself, I would quit rather than have the other operators have to do their jobs and part of mine, too. I know they would have been glad to do it, but that's not the question. I want to feel I can do the job as well as anyone else."

Heath's attitude impressed Murry.

"Tina is very determined," he says, "and quite motivated. She was determined to do a good job and to prove to me that keying with a pencil was not going to be a problem.

"But we also found she was having trouble turning the pages of the multi-leaf book. The operators use that book constantly, and it's important to be able to locate numbers in it quickly.

"As it turned out, that was simple to fix, too. The real problem was not that Tina couldn't turn the pages fast enough. She could, by using the pencil. But the problem was getting to the pages."

The side of the multi-leaf is about two inches higher than the pages, Murry explains. Tina couldn't get to the pages with her pencil. So they put a cassette tape under the bottom of the pages to make them level with the multi-leaf, and the problem was solved.

So with two simple accommodations, Tina Heath became an operator.

"It makes me feel good about myself that I can do the job without having to ask anybody for help," Heath says. "I feel if I can hold up my end, that's all the company can expect — for me to do my job as well as anyone else can."

"I found that a person like Tina, with an outlook like hers, can be one of the best employees you have," Murry says. "She has an extra amount of determination because of the disability she has to overcome. The rest of us don't necessarily have that.

"My experience with Tina showed me that everyone deserves a chance. But if you have any fears that a disabled person can't perform the job, you should talk to that person, just as you would talk to anyone else. The mutual recognition that there are problems to overcome really breaks the ice. It's a good feeling to get it out in the open. Then you can work together to see what needs to be done to allow the person to perform the job."

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AIDS TO PEOPLE AT WORK

From the President's Committee on Employment of the Handicapped
Washington, D.C. 20036

PUBLICATIONS

Below is a partial list of publications available. Write to the address above for a publications list. All publications are free except DISABLED U.S.A.

DISABLED U.S.A. — Quarterly magazine includes information on employment programs, job training, and disabled people in the job market. Subscription rates: $11.00 (domestic), $13.75 (foreign); single copies: $3.00 (domestic), $3.75 (foreign). Write to the Superintendent of Documents, U.S. Government Printing Office, Dept. 36-BQ, Washington, DC 20401.

SPECIAL REPORT (statistical) series:
- Disabled Adults in America
- Disabled Adults of Hispanic Origin
- Disabled Women in America
- Black Adults with Disabilities

RESPOND TO series (partial):
- Workers with Cystic Fibrosis
- Workers with Epilepsy
- Workers with Muscular Dystrophy
- Workers with Multiple Sclerosis
- Workers with Diabetes
- Workers with Arthritis

INDEPENDENT LIVING IDEAS series (partial):
- Marketing Your Disability and Yourself
- Planning for a Job: Tips for Disabled Students

EMPLOYER GUIDE series:
- Simple Steps to Job Accommodation
- How to Plan and Hold Meetings which Include Disabled Attendees

Employers are Asking: About the Safety of Handicapped Workers When Emergencies Occur

Working with Handicapped Employees

Disabled Americans at Work

Films and Videotapes

The President's Committee has a small, free loan film and videotape library suitable for meetings, sensitivity training, and workshops. Write the President's Committee on Employment of the Handicapped, Washington, D.C. 20036 for a list of these films and tapes.

Speakers' Bureau

The Committee offers the services of individuals proficient in the field of disability issues to enhance your meetings, banquets, seminars or workshops. For more information, write "Speakers' Bureau," President's Committee on Employment of the Handicapped, Washington, D.C. 20036.

Contests

(For specifics, contact your State Governor's Committee or the President's Committee on Employment of the Handicapped.)

- National Poster/Graphics — Open to all high school students and college undergraduates in the U.S.A. Operated first statewide, then nationally. National deadline: February 15, 1987. Prizes given.
- National Journalism — Open to all juniors and seniors in high schools in the U.S.A. Operated statewide, then nationally. National deadline: March 1, 1987. Prizes given.

Theme emphasis for 1987

Workers with Disabilities: Success Through Independence.

Awards Program to honor outstanding individuals and employers who hire or encourage employment of people with disabilities.

President's Trophy given to the Handicapped American of the Year.

Employer of the Year — one to an employer with 200 or fewer workers and one to an employer with more than 200 workers.

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Physician of the Year given to a doctor who has helped people with disabilities find or return to work.

Distinguished Service Award given to an organization, agency, firm or individual.

John E. Fogarty Public Personnel Award given to an individual in a Federal, State, or municipal public agency.

Media Awards given for outstanding presentations of people with disabilities and of disabilities in the media.

Citation for Meritorious Services given to an organization, agency, firm or individual.

Employers' Merit given to an organization, agency, firm or individual.

For details and entry forms, write the President's Committee on Employment of the Handicapped, Washington, D.C. 20036.

Posters

A variety of flat posters, 14" × 18", emphasizing employment of people with disabilities are available from the President's Committee, Washington, D.C. 20036.

Recorded Radio Announcements and Printed (live) Radio-TV Public Service Announcements

Prepared by the President's Committee but adaptable for local use. Purpose: to build awareness of the talents of people with disabilities and to encourage employment. Write the President's Committee on Employment of the Handicapped, Washington, D.C. 20036 for copies.

1986 Print Advertising Campaign

Shows people with disabilities working in the arts. Material sent directly to business and trade magazines.

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BIBLIOGRAPHY

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WHAT IS JAN?

JAN—Job Accommodation Network—is a national information network and consulting service for employers who want to hire or retain qualified workers. It brings together information from many sources about practical ways of making accommodations for employees and applicants with disabilities.

JAN also enables employers to discuss with other employers accommodation solutions which they have implemented and proven successful. Network members share and network members gain.

Placing the right person in the right job is always the goal of a good employer in any size organization. Successful placement saves employers time, money and valuable personnel resources. Participants in the JAN network report enhanced efficiency, improved company morale and increased recognition in the community. In addition to expanding the pool of productive employees, the benefit/cost ratio can be particularly favorable when an accommodation can lead to an injured employee returning to work.

Accommodations usually are not expensive and JAN offers comprehensive information on methods and equipment that are available on a wide range of accommodations that have proven effective.

As a service of the President's Committee on Employment of the Handicapped, JAN is available to any employer via a toll-free number (1-800-JAN-PCEH). Callers can discuss their problems and information needs and get immediate suggestions on solutions to accommodation problems from JAN's Human Factors Consultants.

There are now 4,700 accommodation examples in the database, plus 2,000 items listed in the manufacturer file.

How Does JAN Work?

When you are considering accommodating an individual with a disability, you call 1-800-JAN-PCEH. A Human Factors Consultant will be on the line to discuss your concerns. The computer then will be searched for information based on these facts: the functional requirements of the specific job, the functional limitations of the worker, environmental factors, and other pertinent information.

The computer will print out a brief abstract for each accommodation listed in its databank of "close-to-matching" situations. Included will be the name, address and telephone number of the company representative who can answer further questions. You can make personal contacts for additional insights. Abstracts can be mailed or transmitted electronically.

The cost? NO MONEY. Simply a commitment that you will provide information about accommodations you have made, or those you make after you begin using the system so they can be in the database and shared with other employers.

After you contact JAN, you will be sent a supply of easy-to-complete input data forms. You have probably already made some accommodations to physical or mental limitations. Among them may have been supplying useful devices, adjusting hours of work, adjusting work site equipment, whatever. The solutions you have developed or found practical can be made available to other employers.

Cost containment—important to both large and small business. Getting people with disabilities back to work saves employers both valuable skilled workers and money. Also, JAN can assist employers who use incentive programs, such as the Targeted Jobs Tax Credit, for hiring people with disabilities.

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ACTIVITIES

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How to Produce Low-Cost, Do-It-Yourself Displays

Displays permit an organization to reach an external audience with an effective message. They can be used to supplement those specially prepared programs, brochures and tours for any of the following activities:

News conferences, health fairs, open houses, voting days, anniversary celebrations, recognition programs.

Planning: The First Step

■ **What is the Message?** Decide what you want to say and how best to illustrate it. Limit the message to a single concept. Do not try to say everything there is to say about your subject.

■ Consider the space, time and money you have.

Survey your surroundings. Perhaps there's a bulletin board in the cafeteria. Or maybe there's an empty wall in the board room or foyer for hanging a panel. Then again, sometimes all you really need is an easel or two for propping boards.

■ **Gather your display materials.** What kind of visuals will illustrate your message—photographs, floor plans, maps, charts, graphs? Visuals are the most important display element; spend the time to make them as attractive as possible.

If you are using photographs, be sure they are sharp and clear when enlarged. Maps and charts must be used the way they come, but perhaps should be mounted on stiff paper or cardboard for a better appearance.

For your headlines, you can choose from vinyl letters or carbon transfer letters, both of which come in large sizes and are attractive. Avoid hand lettering or stencil lettering.

Layout and Design

Combining visual and type elements on a display surface is much the same as designing a printed page—and just as important.

■ **Visuals** are most pleasing when rectangular. Stay away from irregular, angular or circular shapes. Photographs should be no smaller than 5" × 7" (Polaroid snapshots are real no-nos).

■ **Type** must be both attractive and legible. A sans serif typeface looks cleaner and is easier to read. Don't use anything smaller than ½-inch and play it safe with proven legibility combinations; black letters on yellow **or white paper; or blue, red or green letters on white paper.**

Headlines work best when placed at eye level. Vertical or diagonal positioning is hard to read.

A Word About Color

Use color in your display. Adding color to a display is quite simple. Type, photographs and background papers are easily available in most basic colors. However, color should be used with care.

■ **Warm Colors** are the tones of heat and light: red, orange and yellow. Red, the most powerful color, brings to mind life, action, vitality, passion, anger, love, blood, fire and overextended budgets. Orange, in a softer way, also conjures up images of warmth and sun and is particularly associated with autumn elements such as pumpkins, harvest moons and Halloween. Yellow is the most exciting hue and calls to mind fall, summer, sunshine, daffodils, and circuses

Warm colors emit exciting tones. On a design surface, they come forward, demand attention from and stimulate the viewer.

■ **Cool Colors,** on the other hand, are the colors of earth and water: blue, green and purple. Blue connotes peaceful color—serenity, loyalty, honesty, faith, patriotism, sky, sea, ice, winter, cold and sometimes even depression. Green also has a tranquilizing effect, reminding us of trees, leaves, grass, spring, youth, St. Patrick's Day, and—in a negative vein—witches' faces, monsters' skin and Medusa's hair. Purple, predominantly connected with royalty, means dignity, seriousness and sublimity. (However, be aware that some people find purple offensive.)

■ **Neutral Colors**—black, white, brown and gray—generally have no strong associations. These are the colors popularly known to "match" any other color.

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■ **Color Combinations** should also be chosen with care. The rule of thumb is that the more *alike* colors are the more calm the effect of their combination will be. Orange and yellow; green and blue are examples of similar colors. Conversely, the more *dissimilar* colors are (farther from one another on the wheel), the more exciting the combination will be. Red and green, orange and blue are examples of dissimilar colors.

■ **In short,** choose colors that will best convey the feeling you are trying to inspire in your viewers. Don't introduce a controversial program in red and yellow, and don't paint the Good Ship Lollipop blue and gray. Know, too, that children prefer color contrast; adults and people with higher education levels prefer softer tones; women are more attracted to color than men; men generally prefer blue.

Guides for Display Design

■ **Keep it Simple.** Remember, you've got only about three minutes for the message to be read: Strive for a concise, unified presentation.

Use as little copy as possible—one snappy slogan will do—and avoid using more than one typeface.

Limit your colors, too. Generally, two-color schemes are easiest to control. In any event, don't use more than four colors, even on a giant panel. Unify your presentation by having one color (cool) dominate: background, secondary titles, picture mats. A second color (warm or cool) can be used for accents: the major headline, mounting for the focal photograph, etc. And, once you introduce a color, repeat it elsewhere on the surface.

■ **Beware Proportion.** Keep the display elements scaled to the size of the background—and remember, the scale is large. Don't try to fill a large area with a lot of little things.

■ **Watch the Placement.** Place the most important element and brightest color at eye level, to the right; this is the "center of interest," the spot where the eye is drawn naturally.

Realize that there is wasted space on a large display panel: the bottom third and the upper-left corner. Avoid putting pale, bright, or warm colors in either place. They will draw the eye away from the message and out of the design surface.

This article, written by Nancy Morse, was edited because of space constraints and appeared in COMMUNICATIONS BRIEFINGS, September 1984, Volume 3, Number 11. It was copyrighted by Encoders, Inc., 1984.

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1 of 12 pieces

ACTIVITIES

PEOPLE AT WORK

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NATIONAL EMPLOY
THE HANDICAPPED WEEK
OCTOBER 5-11, 1986

THE WORLD OF WORK

A Fact Sheet

The President's Committee on Employment of the Handicapped is now offering a new local action project called "The World of Work." The purpose of this program is to provide high school students with disabilities an opportunity to learn about the work place. A kit, available on loan from the President's Committee, has been designed to facilitate discussion on a number of employment related topics such as: the job interview; employer expectations; and, appropriate job behavior.

The purpose of this kit is to give classroom teachers and others concerned with the work preparation of students with disabilities an instructional unit that can help them begin to meet the pre-work needs of these students. It is also the intent of this kit to involve employers in the work preparation of disabled youth.

The kit contains four guides, two videotapes and additional resource information. The four guides outline the program's format for each of the major groups that are to be involved in the "World of Work" program. These include: an organizer's guide; a student's guide; a parent's guide; and, an employer's guide.

The videotapes (VHS format) cover two subject areas. The first tape, 30 minutes long, is titled "The Job Interview" and depicts high school students with disabilities during their first job interview. The second tape, 15 minutes long, is called "Success on the Job" and reviews newly hired workers with disabilities responding to difficult work situations.

The additional resource information is designed to give teachers and others additional ideas and follow-up information so that additional instruction on employment related issues can be pursued.

The basic "World of Work" program is designed to be done in one day and will take approximately four hours to complete. Here's the basic program's agenda.

"The World of Work"

1st Hour:
Area employers' panel discussing what employers expect from the first time job seeker and information on entry level jobs in their occupational areas.

2nd Hour:
Small discussion groups designed to provide students and employers with an informal chance to get to know one another.

3rd Hour:
Employers and students review videotape on "The Job Interview"; and, discuss.

4th Hour:
Employers and students review videotape on "Success on the Job"; and, discuss.

Conclusion: Young people with disabilities can work. Employers will hire. The key is getting them ready to work. As a teacher, parent, advocate or employer you can help. This kit can help. Consider the value of using this kit in your effort to assist youths with disabilities prepare for employment.

To borrow a kit, write: P. Hippolitus, The President's Committee on Employment of the Handicapped, Washington, D.C. 20036.

PREV1.10:

PEOPLE AT WORK

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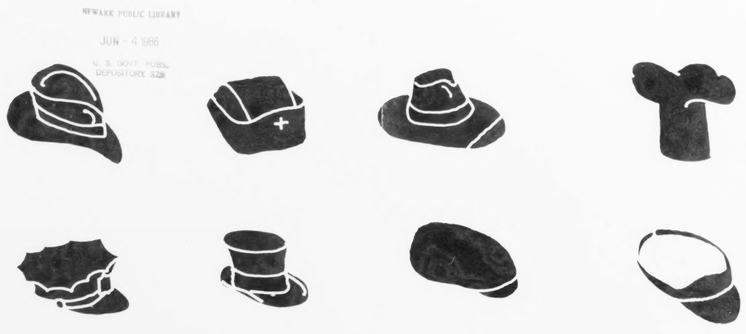

Presidents Committee on Employment of the Handicapped, Washington, DC 20210